



RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, SPIRITUAL INTELLIGENCE AND TEACHER PERFORMANCE THROUGH WORK MOTIVATION AS INTERVENING VARIABLE IN ISLAMIC ELEMENTARY SCHOOL IN BANJARMASIN, INDONESIA

Eryn Rahmawati,
Karyono Ibnu Ahmad,
Ahmad Suriansyah

Master of Education Management Program,
Lambung Mangkurat University,
Indonesia

Abstract:

The teacher is an important subject in the education system, so that its performance becomes a matter that needs attention. Implementation of teacher performance will be greatly influenced by several factors such as work motivation, spiritual intelligence and emotional intelligence. The phenomenon that often occurs is the lack of competence, integrity, and discipline of teachers related to classroom learning that is closely related to the factors that influence teacher performance. The research method used is descriptive research with correlational techniques. The sample used was 150 teachers from a total of around 240 Integrated Islamic Primary School teachers in the Banjarmasin city. Data collection in the form of questionnaire results from respondents. The results of the study show that there are significant results in the direct relationship between variables but the opposite results in indirect relationships. This finding shows that there is no influence of work motivation as a mediating variable on the indirect relationship between spiritual intelligence and emotional intelligence on teacher performance.

Keywords: emotional intelligence, spiritual intelligence, teacher performance, work motivation

1. Introduction

The success of the implementation of education is very much determined by the readiness of teachers in preparing their students through teaching and learning activities. The quality of the education process depends on the creativity and innovation that the teacher has. Teachers are required to have a performance that is able to provide and realize the hopes and desires of all parties, especially the general public who have

trusted the school and teachers in fostering students. In achieving good quality education is strongly influenced by the performance of teachers in carrying out their duties so that teacher performance becomes an important demand for achieving educational success.

One of the factors to improve performance in the education environment is work motivation. Motivation is an internal state of an individual that gives birth to strength, excitement and dynamics and directs behavior to the goal. This opinion emphasizes that motivation is a reason that encourages someone to act. Work motivation is defined as something that gives rise to encouragement or encouragement to work morale. Hoy and Sergiovani (Bafadal, 2004: 21) state that teacher work motivation is the willingness of the teacher to do his tasks and the high and low motivation of the teacher's work greatly influences his performance in completing his duties.

Motivation is not a personal trait in the sense that some have it, while others do not. Such a view is not correct, because motivation is a result of interactions between individuals and situations. Thus, the motivation of a teacher will be different from the motivation of other teachers, and differences in motivation will certainly lead to the performance produced by a teacher. That is why (Uno, 2016: 64) suggests that motivation is the willingness to issue a high level of effort towards organizational goals that are conditioned by the ability of these efforts to meet individual needs. Based on the views of several concepts about motivation above, there are three elements that are key to motivation, namely: effort, organizational goals and needs. In this case if a person is motivated to do something with an effort that will truly produce high performance too. This is evidenced by Ibrohim (2014: 78) in his research stating that work motivation has a positive and significant effect on teacher performance and Sriyanti (2014: 118) concludes that work motivation has a correlation with teacher performance.

One form of intelligence needed for someone to work better is spiritual intelligence. Spiritual intelligence allows a person to think creatively, be insightful, sincere, hopeful, make or even change rules that can make the person work better (Nasution, 2005: 80). Zohar and Marshal (2001: 58) say that spiritual intelligence is able to make humans as complete beings. According to Ginanjar (2010: 100) understanding spiritualism is able to produce five things namely; integrity, enthusiasm, inspiration, wisdom and courage to make decisions. Thus a teacher must have spiritual intelligence by having spiritual intelligence a teacher will teach full sincerity, honesty and responsibility, because motivation in him considers that working (teaching) is one of worship. With that, the teacher will obey the religious teachings which ultimately create calm in teaching. Teachers who can give meaning to life and bring spirituality into the work environment must have motivation to work within themselves. Spiritual intelligence will place teachers motivated to work sincerely, earnestly in hopes of gaining God's blessing. Working with spiritual intelligence is a breakthrough to encourage teacher work motivation in increasing work capacity and quality. Anasrulloh

(2015: 12) in his research stated that work motivation is influenced by spiritual intelligence.

Spiritual intelligence possessed by a teacher will make the teacher have moral sensitivity. When spiritual intelligence becomes active, the motivation to do moral is experienced as an integral part of spiritual search and trying to live a spiritual life that shapes the ability to carry out actual moral actions. Therefore, although spiritual intelligence functions as a basis for morality and moral decisions. This then affects the quality of the performance of a teacher. This is consistent with the research conducted by Khodijah (2014: 112) stating that there is a positive relationship between spiritual intelligence and teacher performance.

Emotional intelligence is the ability to feel. The key to emotional intelligence is in honesty of conscience. It is the conscience that should be the center of principle that is able to provide security, guidance, strength and wisdom. When this is done in a work environment, it results in improved performance and success (Ginanjar, 2010). According to Goleman (Efendi, 2005: 51) emotional intelligence is very necessary to be able to achieve, so that teachers who are able to develop this intelligence tend to perform better.

Skills found and proven to be the main key to one's success, emotional intelligence. Less developed emotional intelligence causes teachers to not be able to use their cognitive and intellectual according to their potential. Emotional intelligence which includes self-control, understanding oneself and others, the ability to control impulses and emotions, feeling empathy and the ability to motivate oneself. Based on this limitation, emotional intelligence is needed by a teacher to motivate work. Work motivation is needed by a teacher to be able to realize maximum performance results.

This has been proven through research conducted by Widyaningrum (2013: 88) which states empirically that emotional intelligence has a dominant influence on the teacher performance of Surabaya State Middle School and based on Sriyanti's research (2014: 119) states that the contribution of work motivation and emotional intelligence.

Integrated Islamic Primary School is a private educational institution that implements integration in its learning process where the institution seeks to integrate moral values, faith and piety in each subject so that it can achieve optimal learning outcomes. The phenomenon that occurs in several Integrated Islamic Primary Schools in Banjarmasin, based on the researchers' initial observations in the field, turns out that the teacher's performance and teacher's work motivation in SDIT are good and some are lacking. The phenomenon of performance and work motivation that is less visible than the number of certified teachers is still small, every year some teachers stop so that they are replaced by new teachers who are not experienced. There are also teachers who come late to class during class changes, do not prepare teaching materials, leave the class because there are other tasks to do, and only give assignments to students without being given an explanation first.

Problems are also encountered in emotional intelligence and spiritual intelligence. The description of emotional and spiritual intelligence that is less good,

such as not giving examples to students of what was ordered, less able to control emotions when dealing with students, giving inappropriate penalties, lack of their perspective on work that is only used as a tool to get rupiah, and many other shortcomings. Such things certainly have a negative impact on teaching and learning activities, will harm students because their learning time becomes reduced, and the transfer of knowledge becomes not optimal. Some of these things are considered necessary to be investigated because they have a direct and indirect impact on teacher performance in schools.

2. Methods

This research includes descriptive research and the techniques used are correlational techniques (Iskandar, 2010: 60). This study is intended to obtain an overview of the relationship between emotional intelligence (X1) and spiritual intelligence (X2) with work motivation (Z) and teacher performance (Y). The population in this study were all Integrated Islamic Primary School teachers in the city of Banjarmasin as many as 240 teachers and a sample of 150 teachers. The instruments used to collect data are questionnaires or questionnaires.

Data on the four variables in the form of questionnaires were assessed using a Likert scale. The research respondents consisted of 40 men and 110 women with respondents ranging in age from 21 to 45 years and working periods of less than 1 year to 8 years. The level of education is prestigious, from those who only graduate from high school to those who have graduated master.

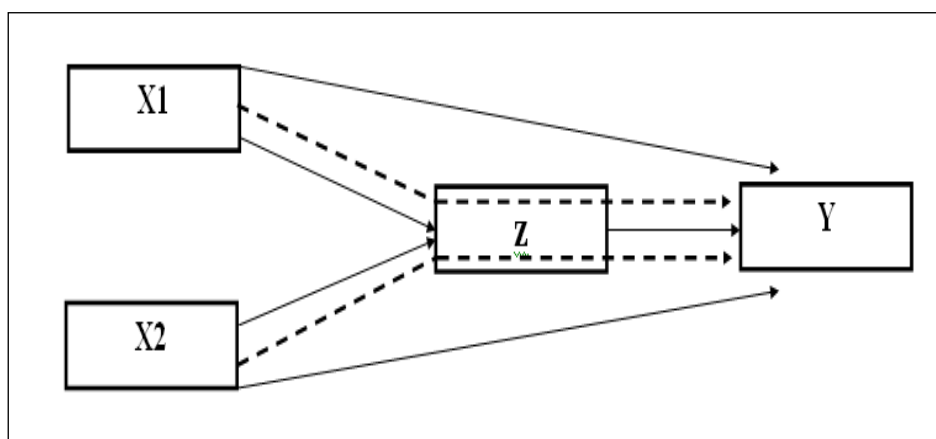


Figure 1: Variable Relationship Diagram X1 - X2 - Z - Y

3. Results and Discussion

The instrument reliability test results showed that all research variables had Cronbach's α values above 0,6. The emotional intelligence variable (X1) has a Cronbach's α value of 0,967, the spiritual intelligence variable (X2) is 0,976, and the work motivation variable

(Z) is 0,974 so it is declared reliable. Data is then tested using the data normality test. In the table below all variables are normally distributed.

Table 1: Normality Test Results

		Emotional Intelligence	Spiritual Intelligence	Work Motivation	Teacher Performance
N		150	150	150	150
Normal Parameters ^{a,b}	Mean	117,1000	115,0133	89,0400	44,1067
	Std. Deviation	8,53320	10,96730	5,97633	10,50097
Most Extreme Differences	Absolute	,078	,109	,102	,173
	Positive	,078	,109	,102	,165
	Negative	-,057	-,075	-,053	-,173
Kolmogorov-Smirnov Z		,959	1,341	1,254	2,115
Asymp. Sig. (2-tailed)		,317	,549	,086	,260
a. Test distribution is Normal.					
b. Calculated from data.					

All variables were tested for homogeneity and the following results were obtained.

Table 2: Inter-Variable Homogeneity Test

Variable	P value / sig	Description
X ₁ and Z	0,056	Homogeneous
X ₂ and Z	0,601	Homogeneous
X ₁ and Y	0,390	Homogeneous
X ₂ and Y	0,396	Homogeneous
Z and Y	0,285	Homogeneous

Based on the table above, it can be seen that the whole p value is $> 0,05$, so that the data is inhomogeneous. Then a linearity test was carried out at a significance level of 5%. Two variables are said to have a linear relationship or relationship if the significance is linearity $< 0,05$ (Priyatno, 2011: 36). Based on the results of the linearity test it is known that there is a linear relationship between X₁ and Z, X₂ and Z, X₁ and Y, X₂ and Y, and Z and Y.

Table 3: ANOVA Test

			Sum of Squares	Df	Mean Square	F	Sig.
Work Motivation * Emotional Intelligence	Between Groups	(Combined)	2544,137	34	74,828	3,098	,000
		Linearity	1770,975	1	1770,975	73,322	,000
		Deviation from Linearity	773,162	33	23,429	,970	,523
	Within Groups		2777,623	115	24,153		
	Total		5321,760	149			
Work Motivation * Spiritual Intelligence	Between Groups	(Combined)	2705,100	38	71,187	3,020	,000
		Linearity	1908,822	1	1908,822	80,973	,000
		Deviation from Linearity	796,278	37	21,521	,913	,614
	Within Groups		2616,660	111	23,574		
	Total		5321,760	149			
Teacher Performance * Emotional Intelligence	Between Groups	(Combined)	4346,092	34	127,826	5,216	,000
		Linearity	41,079	1	41,079	65,391	,000
		Deviation from Linearity	4305,013	33	130,455	1,241	,201
	Within Groups		12084,201	115	105,080		
	Total		16430,293	149			
Teacher Performance * Spiritual Intelligence	Between Groups	(Combined)	6076,462	38	159,907	4,714	,000
		Linearity	15,042	1	15,042	60,161	,000
		Deviation from Linearity	6061,420	37	163,822	1,756	,130
	Within Groups		10353,831	111	93,278		
	Total		16430,293	149			
Teacher Performance * Work Motivation	Between Groups	(Combined)	1865,739	24	77,739	5,667	,000
		Linearity	,521	1	,521	45,004	,000
		Deviation from Linearity	1865,218	23	81,096	,696	,842
	Within Groups		14564,554	125	116,516		
	Total		16430,293	149			

3.1 Path Analysis

Path analysis aims to explain the direct and indirect consequences of a set of independent variables with a set of dependent variables (Sanusi, 2014: 156). The results of the path analysis test are said to have a significant effect if the significance value is $\leq 0,05$. Path analysis is done by multiple regression methods.

Table 4: Results of Regression Analysis of the Relationship of X1 to Z

Variable Independent	Standardized Coefficient Beta	T	Sig
Constants		7,558	0,000
Emotional Intelligence	0,577	8,592	0,000
Variable Dependent	= Work Motivation		
R	= 0,577		
R Square (R ²)	= 0,333		
S _e	= 0,89814		

From the table above, the first equation can be obtained as follows:

$$Z = 0,577 X1 + e$$

Based on the table above, it can be seen R² value of 0,333 which means that 33,3% of variation in Work Motivation can be explained by the Emotional Intelligence variable. For the standard value of error of estimate (S_e), if the value is smaller, it will make the regression model more accurately predict the dependent variable.

Table 5: Results of Regression Analysis of the Relationship of X2 to Z

Variable Independent	Standardized Coefficient Beta	T	Sig
Constants		12,428	0,000
Spiritual Intelligence	0,599	9,098	0,000
Variable Dependent	= Work Motivation		
R	= 0,599		
R Square (R ²)	= 0,359		
S _e	= 0,80212		

From the table above, the second equation can be obtained as follows:

$$Z = 0,599 X2 + e$$

Based on the table above, it can be seen R² value of 0,359, which means that 35,9% variation in Work Motivation can be explained by Spiritual Intelligence variables.

Table 6: Results of Regression Analysis of Relationship Z to Y

Variable Independent	Standardized Coefficient Beta	T	Sig
Constants		13,202	0,000
Work Motivation	0,677	6,005	0,000
Variable Dependent	= Teacher Performance		
R	= 0,677		
R Square (R ²)	= 0,458		
S _e	= 0,646		

From the table above, the fifth equation can be obtained as follows:

$$Y = 0,677 Z + e$$

Based on the table above, it can be known R² value of 0,458 which means that 45,8% variation in Teacher Performance can be explained by the variable Work Motivation.

Table 7: Results of Regression Analysis of Relationship X1 to Y

Variable Independent	Standardized Coefficient Beta	T	Sig
Constants		14,472	0,000
Emotional Intelligence	0,714	5,139	0,000
Variable Dependent	= Teacher Performance		
R	= 0,714		
R Square (R ²)	= 0,510		
S _e	= 3,001		

From the table above, the third equation can be obtained as follows:

$$Y = 0,714 X1 + e$$

Based on the table above, it can be known that the R² value is 0,510, which means that 51% of teacher performance variations can be explained by the Emotional Intelligence variable.

Table 8: Result of Regression Analysis of Relationship X2 to Y

Variable Independent	Standardized Coefficient Beta	T	Sig
Constants		18,228	0,000
Spiritual Intelligence	0,419	5,511	0,000
Variable Dependent	= Teacher Performance		
R	= 0,419		
R Square (R ²)	= 0,176		
S _e	= 2,999		

From the table above, four equations can be obtained as follows:

$$Y = 0.419 X2 + e$$

Based on the table above, it can be seen R² value of 0,176 which means that 17,6% variation in Teacher Performance can be explained by the teacher's Spiritual Intelligence variable.

Based on the relationship models above, a relationship path model can be arranged called path analysis. The error relationships in the first and third equations are as follows:

$$Pe = \sqrt{1 - R^2}$$

$$Pe1 = \sqrt{(1 - 0,333)} = 0,667$$

$$Pe3 = \sqrt{(1 - 0,458)} = 0,542$$

Then:

$$\begin{aligned} Rm^2 &= 1 - Pe1^2 \cdot Pe3^2 \\ &= 1 - (0,667)^2 \cdot (0,542)^2 \\ &= 1 - (0,445 \cdot 0,294) \\ &= 1 - 0,131 \\ &= 0,869 \end{aligned}$$

Examination of model validity through total determination coefficient (Rm^2) shows a value of 86.9%. So, the total diversity of data that can be explained by the model is 86,9%. The error relationship in the second and third equations is as follows:

$$\begin{aligned} Pe &= \sqrt{1 - R^2} \\ Pe2 &= \sqrt{(1 - 0,359)} = 0,641 \\ Pe3 &= \sqrt{(1 - 0,458)} = 0,542 \end{aligned}$$

Then:

$$\begin{aligned} Rm^2 &= 1 - Pe2^2 \cdot Pe5^2 \\ &= 1 - (0,641)^2 \cdot (0,542)^2 \\ &= 1 - (0,411 \cdot 0,294) \\ &= 1 - 0,121 \\ &= 0,879 \end{aligned}$$

Examination of model validity through total determination coefficient (Rm^2) shows a value of 87.9%. So, the total diversity of data that can be explained by the model is 87.9%.

Based on the results of the regression calculation, it can be calculated the indirect relationship of Emotional Intelligence (X-1) to Teacher Performance (Y) through Work Motivation (Z). The value of the path coefficient can be seen in the figure below.

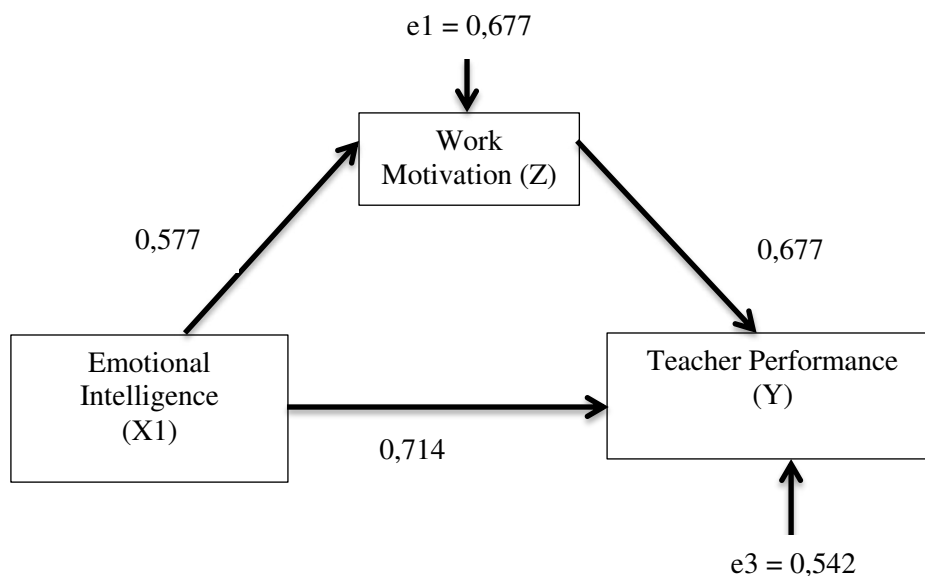


Figure 2: Relationship Model X1 Against Y through Z

Based on the Figure above, looking for indirect relationships is as follows:

$$PTL (X - Y) = P1 \times P3$$

Description:

PTL (X1 - Y) = Indirect relationship of variable X1 to Variable Y through Variable Z

P1 = Direct relationship between variable X1 and Z

P3 = Relationship Z to Y

So that:

$$PTL (X1 - Y) = 0,577 \times 0,677$$

$$= 0,391$$

Based on the calculation above, it can be concluded that the indirect relationship of Emotional Intelligence variable to Teacher Performance variable (Y) through the Motivation variable of teacher work is 0,391.

From the results of the regression calculation above can be calculated indirect relationship Spiritual Intelligence (X2) on Teacher Performance (Y) through Work Motivation (Z). For the value of the path coefficient can be seen in the Figure below:

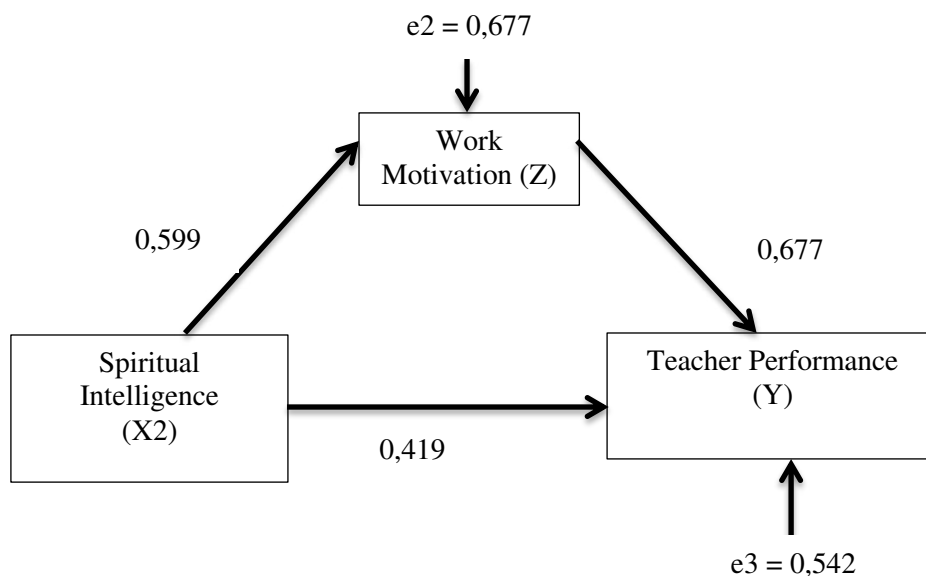


Figure 3: Relationship Model X2 Against Y through Z

Based on the Figure above, looking for indirect relationships is as follows:

$$PTL (X2 - Y) = P2 \times P3$$

Description:

PTL (X2 - Y) = Indirect relationship of variable X2 to Y variable through Variable Z

P2 = Direct relationship between variable X2 and Z

P3 = Relationship Z to Y

So that:

$$PTL (X2 - Y) = 0,599 \times 0,677$$

$$= 0,406$$

Based on the above calculations, it can be concluded that the indirect relationship of the workforce variable to the Teacher Performance variable through the Motivation variable of teacher work is equal to 0,406.

Based on the data analysis above, it can be summarized in the table below:

Variable	Direct Relationship	Significance	Variable	Indirect Relationship	Significance
X ₁ - Z	0,577	Significant	X ₁ - Y	0,391	Not Significant
X ₁ - Y	0,714	Significant			
Z - Y	0,677	Significant			
X ₂ - Z	0,599	Significant	X ₂ - Y	0,406	Not Significant
X ₂ - Y	0,419	Significant			

3.2 Hypothesis Testing

To test the significance of the constants of each independent variable is to use the t test, the hypothesis is used as follows:

- Ha = significant regression coefficient
- Ho = Regression coefficient is not significant

The considerations in making decisions (based on probability) are as follows:

- If the probability is > 0.05 , then Ho is accepted
- If the probability is < 0.05 then Ho is rejected

The results of the regression analysis are based on the t test for the test variables as follows.

Table 9: T Test Results Correlation X1 to Z

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	41,729	5,521		7,558	,000
	Emotional Intelligence	,404	,047	,577	8,592	,000

a. Dependent Variable: Work Motivation

Based on the significance t in the table above, it can be seen that the partial relationship of each independent variable, then it can be taken the decision that Emotional Intelligence has a value of $t = 8,592$ with a significance level of 0.000 and t table = 1,975. A probability value of 0,000 is smaller than 0,05 and a t value of 8,592 is greater than t table = 1,975, so it can be concluded that Ho is rejected.

Table 10: T Test Results Correlation X2 to Z

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	51,505	4,144		12,428	,000
	Spiritual intelligence	,326	,036	,599	9,098	,000

a. Dependent Variable: Work Motivation

The value of $t = 9,098$ with a significance level of 0,000 shows directly that Spiritual Intelligence has a significant relationship to the enthusiasm of the teacher's work, so Ho is declared rejected.

Table 11: T Test Results Correlation Z to Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48,476	,672		13,202	,000
	Work Motivation	,543	,041	,677	6,005	,000

a. Dependent Variable: Teacher Performance

The significance of t in the table above shows a partial relationship of each independent variable, Work Motivation has a value of t arithmetic = 6.005 with a significance level of 0,000 and table = 1,975. It can be concluded that directly the Work Motivation variable has a significant relationship to Teacher Performance so Ho is rejected.

Table 12: T Test Results Correlation X1 to Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	48,962	3,383		14,472	,000
	Emotional Intelligence	,543	,029	,714	5,139	,000

a. Dependent Variable: Teacher Performance

The significance of t in the table above shows a partial relationship of each independent variable, Emotional Intelligence has a value of t = 5,139 with a significance level of 0,000 and t table = 1,975. The probability value of 0,000 is smaller than 0,05 and the t value of 5,139 is greater than t table = 1,975 or t value > t table, it can be concluded that Emotional Intelligence directly has a significant relationship to Teacher Performance, so Ho is accepted.

Table 13: T Test Results Correlation X2 to Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	47,178	2,588		18,228	,000
	Spiritual Intelligence	,114	,022	,419	5,511	,000

a. Dependent Variable: Teacher Performance

The significance of t in the table above shows a partial relationship of each independent variable, so the decision can be made that Spiritual Intelligence has a value of t value = 5,511 with a significance level of 0,000 and t table = 1,975. A probability value of 0,000 is smaller than 0,05 and a t value of 5,511 is greater than t table = 1,975, so it can be concluded that directly the Spiritual Intelligence variable has a significant relationship to Teacher Performance, so Ho is accepted.

The relationship or indirect relationship between the Emotional Intelligence variable (X1) on Teacher Performance (Y) through Work Motivation (Z) is obtained by multiplying the path coefficient direct relationship between variable X1 to Z (P1) with path coefficient direct effect of variable Z on Y (P6), namely: $0,577 \times 0,677 = 0,391$. This means that there is an indirect positive contribution between the variables of Emotional Intelligence (X1) and Teacher Performance Variables (Y) through the Work Motivation Variable (Z) of 0,391.

The mediation relationship shown by multiplication $(P1 \times P3) = 0,391$, while significant or not tested with the test Sobel as follows:

Calculate standard errors from indirect coefficients (Se16):

$$\begin{aligned}
 Se_{13} &= \sqrt{P_3^2 \cdot Se_1^2 + P_1^2 \cdot Se_3^2 + Se_3^2 \cdot Se_1^2} \\
 &= \sqrt{(0,677)^2 \cdot (0,89814)^2 + (0,577)^2 \cdot (0,64581)^2 + (0,89814)^2 \cdot (0,64581)^2} \\
 &= \sqrt{0,369 + 0,139 + 0,375} \\
 &= \sqrt{0,883} \\
 &= 0,940
 \end{aligned}$$

From the results of Se16 above, it can be calculated t statistics on mediation relations with the following formula:

$$t = \frac{P_{16}}{Se_{16}} = \frac{0,391}{0,940} = 0,416$$

Based on the Sobel formula above, the test of the relationship between mediating variables is as follows:

Table 14: Mediation Variable Relations Test Results (X1 to Y through Z)

Variable	Indirect Relationship	S _{indirect effect}	T	Description
X1	0,391	0,940	0,416	Not Significant

The table above shows that overall the variable Emotional Intelligence has a count smaller than t table, with a significance level of 0,05 that is equal to 0,416, it can be concluded that the mediation coefficient is not significant. So that there is no influence between emotional intelligence and teacher performance through work motivation as an intermediary variable.

The indirect relationship between Spiritual Intelligence variables (X2) on Teacher Performance (Y) through Work Motivation (Z) is obtained by multiplying path coefficients direct relationship to variable X2 to Z (P4) with path coefficients direct relationship to variable Z to Y (P6), namely: $0.599 \times 0.677 = 0.637$. This means that there is an indirect positive contribution between Spiritual Intelligence variables (X2) and Teacher Performance Variables (Y) through Work Motivation (Z) of 0.406.

The mediation relationship shown by multiplication $(P2 \times P3) = 0.637$, while significant or not tested with the Sobel test as follows:

Calculate standard errors from indirect coefficients (Se46):

$$\begin{aligned}
 Se_{23} &= \sqrt{P_3^2 \cdot Se_3^2 + P_2^2 \cdot Se_3^2 + Se_3^2 \cdot Se_2^2} \\
 &= \sqrt{(0,677)^2 \cdot (0,80212)^2 + (0,599)^2 \cdot (0,64581)^2 + (0,64581)^2 \cdot (0,80212)^2} \\
 &= \sqrt{0,294 + 0,160 + 0,268} \\
 &= \sqrt{0,723} \\
 &= 0,850
 \end{aligned}$$

From the results of Se46 above, it can be calculated t statistics on mediation relations with the following formula:

$$t = \frac{P_{46}}{Se_{46}} = \frac{0,406}{0,850} = 0,637$$

Based on the Sobel formula above, the test of the relationship between mediating variables is as follows:

Table 15: Mediation Variable Relations Test Results (X2 to Y through Z)

Variable	Indirect Relationship	S _{indirect effect}	T	Description
X2	0,406	0,850	0,637	Not Significant

The table above shows that overall the variable Emotional Intelligence has a count smaller than t-table, with a significance level of 0.05 that is equal to 0.637, it can be concluded that the mediation coefficient is not significant. Thus it can be concluded that there is no effect of work motivation as a mediating variable on the indirect relationship between spiritual intelligence and teacher performance.

4. Discussions

In the world of education teacher performance or work performance (performance) is the result achieved by the teacher in carrying out tasks based on skills, experience and sincerity and the use of time in the teaching and learning process in school. Teacher performance will be good if the teacher has implemented the elements consisting of high loyalty and commitment to teaching assignments, high work motivation, discipline in teaching and other assignments, creativity in carrying out teaching, collaboration with all school members, leadership that becomes student role models, have stable, honest and objective emotional intelligence in guiding students, and responsibility with their duties.

The results of the analysis show that indirectly emotional intelligence is related to teacher performance through work motivation. This is evidenced by the path coefficient value of 0,391, which means that there is a weak indirect relationship between emotional intelligence and teacher performance through work motivation in the SDIT of Banjarmasin City. This result is in line with Dedek et al. (2014: 15) research that there is a significant influence between emotional intelligence and achievement motivation on teacher performance by 32%.

The teacher is an important subject in the education system, so that its performance becomes a matter that needs attention. Teacher performance can be observed from the indicator. Indicators of performance are their abilities in planning, implementing and evaluating learning. Implementation of teacher performance relates to several factors such as work motivation and emotional intelligence.

Timpe (2016: 9) suggests that the success of teacher performance is influenced by external factors and internal factors. There are several external factors that determine the level of performance such as: supervision, leadership, work environment, behavior,

management, job design, feedback and wage administration, while internal factors include: work motivation, educational background, emotional intelligence, interest in work, and others.

Teacher performance is an accumulation of the process of acquisition or competence achieved because it is supported by work motivation and emotional intelligence. These factors are thought not to work individually, but rather a long process that has interactive time dimensions, complementary and strengthening. An important factor that causes teachers to work is the need that must be met. These factors are work motivation which is a driver for achieving work performance; emotional intelligence is more of an interpersonal relationship, both with leaders and coworkers.

In the learning process, a teacher will be able to carry out learning well when supported by high motivation and stable emotional intelligence. A teacher who has high work motivation will be enthusiastic in carrying out their duties and always try to improve their abilities. In addition, having high emotional intelligence can help other teachers who experience low performance to form a high-performance environment, which will indirectly strengthen their performance.

The results of the analysis show that indirectly spiritual intelligence is related to teacher performance through work motivation. This is evidenced by the path coefficient value of 0.406, which means that there is a moderate indirect relationship between spiritual intelligence and teacher performance through work motivation in the SDIT of Banjarmasin City. The results of this study are in line with Anasrulloh (2015: 12) which states that teacher performance is influenced by spiritual intelligence by 55%, and teacher performance is influenced by spiritual intelligence directly and indirectly through work motivation.

Spiritual intelligence is intelligence to deal with and solve problems of meaning and value, namely placing behavior and human life in the context of broader and richer meanings, and assessing that a person's actions or way of life are more meaningful than others (Zohar & Marshall, 2010: 4) Spiritual intelligence goes beyond the present and human experience, and is the deepest and most important part of humans (Pasiak, 2008: 137). This is in line with the expression Saondi and Suherman (2010: 123) which states that spiritual intelligence is the core of the center of each human being itself.

Work motivation is the desire to take action as a willingness to issue a level of effort for a particular purpose. Teachers who have a high level of spiritual intelligence allow themselves to think creatively, have a broad mind, be sincere, full of responsibility that makes them work better because they have an awareness of the trust entrusted to them and whatever they do, he realizes that everything will be accountable to God. So that teachers who have high spiritual intelligence if they do work will always be serious. Teachers who have work motivation mean that they have the urge to release all their abilities to realize these goals well and by having mature spiritual intelligence in doing work will affect their performance, so that the resulting performance will be better.

Spiritual intelligence (spiritual quotient) is the ability of a person to interpret his life in this life. Intelligence to be able to do all actions that all are initiated and based on knowledge and understanding as the basis. According to Zohar & Marshall, (2010: 5) someone can be said to be spiritually intelligent who has: (1) intention or purpose in life, (2) has high awareness, (3) ability to overcome difficulties, (4) independence in life, and (5) optimism in life.

5. Conclusion

Based on the results of the study indicate that there is a relationship between the variances, namely between emotional intelligence with teacher work motivation, spiritual intelligence with teacher work motivation, teacher work motivation with teacher performance, emotional intelligence with teacher performance, and spiritual intelligence with teacher performance. Whereas in the indirect relationship between emotional intelligence and teacher performance through work motivation and between spiritual intelligence and teacher performance through motivation no significant relationship was found.

References

- Anasrulloh, M. 2015. Pengaruh Kecerdasan Spiritual Terhadap Kinerja Guru dan Motivasi sebagai Varibel Intervening di MTS Darul Hikmah Tulungagung. *Jurnal INSPIRASI*, Vol. 1(11) pp. 12-26.
- Bafadal, I. 2007. *Dasar-dasar Ilmu Pendidikan Buku Panduan Mahasiswa*. Malang: Jaya Offset.
- Dedek, dkk. 2014. Pengaruh Kecerdasan Emosional dan Motivasi Berprestasi Terhadap Kinerja Guru Yayasan Pendidikan Panjang Lampung (YPPL) di Bandar Lampung. *Jurnal Manajemen Mutu Pendidikan*, Vol. 2(3).
- Efendi, A. 2005. *Revolusi Kecerdasan Abad 21 Kritik MI, EI, SQ, AQ dan Successfull Intelligence Atas IQ*. Bandung: Alfabeta.
- Ginancar, A. 2010. *Kecerdasan Emosi dan Spiritual*. Jakarta: Arga.
- Ibrohim. 2011. *Pengaruh Kompetensi Profesional dan Motivasi kerja Terhadap Kinerja Guru di Modernisasi Kepemimpinan Kepala Sekolah*. Universitas Semarang: Jawa Tengah
- Khodijah, N. 2014. Hubungan Antara Kecerdasan Spiritual dan Self-Efficacy dengan Kinerja Guru Madrasah Aliyah Al-Fatah Palembang. *TA'DIB*, Vol. XIX, No. 01, pp.1-22.
- Nasution. 2005. *Manajemen Mutu Terpadu (Total Quality Management)*. Jakarta: Ghalia Indonesia.
- Pasiak, T. 2008. *Revolusi IQ/EQ/SQ*. Bandung: Mizan.
- Priyatno, D. 2011. *Belajar Cepat Olah Data Statistik dengan SPSS*. Yogyakarta: Penerbit ANDI.

- Sanusi, Anwar. 2014. *Metode Penelitian Bisnis*. Jakarta: Salemba Empat.
- Saondi, Ondi & Suherman, Aris. 2010. *Etika Profesi Keguruan*. Bandung: PT. Refika Aditama.
- Sriyanti. 2014. Hubungan antara Motivasi Kerja dan Kecerdasan Emosi dengan Kinerja Guru MI di Kecamatan Jaten Kabupaten. *Master Thesis*. Jawa Tengah: UIN Surakarta.
- Timpe, Dale. 2016. *Seri Manajemen Sumber Daya Manusia Kinerja*, cetakan kelima, Jakarta: PT Elex Media Komputindo.
- Uno, Hamzah. B. 2016. *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara
- Widyaningrum, M. E. 2013. *Pengaruh Kecerdasan Kinerja, Emosional, dan Spiritual terhadap Kinerja Guru SMP Negeri di Surabaya*. Surabaya: STIE YKPN.
- Zohar D. dan Marshall, S. 2001. *SQ, Memanfaatkan Kecerdasan Spiritual Dalam Berpikir Integralistik dan Holistik untuk Memaknai Kehidupan*. Bandung: Mizan.
- Zohar, D. and Marshal, I. 2010. *SQ (Spiritual Intelligence): The Ultimate Intelligence*. London: Bloomsbury Publishing.

Eryn Rahmawati, Karyono Ibnu Ahmad, Ahmad Suriansyah
RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, SPIRITUAL INTELLIGENCE AND TEACHER
PERFORMANCE THROUGH WORK MOTIVATION AS INTERVENING VARIABLE
IN ISLAMIC ELEMENTARY SCHOOL IN BANJARMASIN, INDONESIA

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).